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ABSTRACT

This booklet contains 18 one-page summaries of programs, practices, and publications that were awarded American Association for Career Education (AACE) Citations for Career Education Initiatives from 1992-1995. They represent ongoing, tangible, replicable, and innovative career education programs, practices, and publications as well as significant one-time events and noncareer education programs, practices, and publications that clearly demonstrate significant long-term support for career education. The summaries reflect the efforts of public, private, and nonpublic organizations and individuals. The 1992 award winners are as follows: Career Awareness Program; Career Panels '91; Design Your Own Life--From High School to Career; Mentoring: A Career Development Activity for Junior High Students; and National Vocational-Technical Honor Society. The 1993 award winner is Career Exploration Program. Recipients of 1994 awards are as follows: Career Education Program; Career Literacy Program; Eighth Grade Nontraditional Career Conference; Household Careers: Nannies, Butlers, Maids, & More: The Complete Guide for Finding Household Employment; and Learning for Life Career Awareness Program. In 1995 the following programs won awards: Career Awareness Program, Career Encounters: Architecture, Career Encounters: Early Childhood Education, Career Encounters: Radiology, Career Encounters: Veterinary Medicine, Career Encounters: Women in Engineering, and Work Force 2000: Drafting and Design Work-Based Learning. Each summary includes the name and address of the contact person. (YLB)

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C A R E E R E D U C A T I O N

T H A T W O R K S

Programs, Practices, and Publications

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AACE Citations for Career Education Initiatives

First Edition

Pat Nellor Wickwire
Editor

American Association For Career Education
Hermosa Beach, California

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--Programs, Practices, and
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Preface

CAREER EDUCATION THAT WORKS contains one-page summaries of programs, practices, and publications that were recognized with AACE Citations for Career Education Initiatives in 1992, 1993, 1994, and 1995. The summaries are adapted from those included in the nominating papers.

AACE Citations for Career Education Initiatives--Programs, Practices, and Publications That Work were inaugurated in 1992 to recognize excellence in Career Education. Ongoing, tangible, replicable, and innovative Career Education programs, practices, and publications are eligible. Significant one-time events and non-Career Education programs, practices, and publications that clearly demonstrate significant long-term support for Career Education are also considered.

AACE Citations are available in 16 categories: management system, counseling program, assessment program, evaluation program, curriculum design, curriculum delivery, career resource center, research, public information program, inservice education, community coalition, book, partnership program, in-house newsletter, collaborative program, and other.

The summaries in this booklet represent public, private, and nonpublic organizations and individuals, and reflect widespread interest in the availability and the efficacy of Career Education. Certain characteristics are evident, among them:

1. Connections of careers, education, and work.
2. Shared community-wide responsibility and collaboration.
3. Sequential career awareness and exploration.
4. Appropriate informed decision making.
5. Continuous cyclical development throughout life.
6. Transitions.
7. Responsiveness to continuous change.
8. Leadership for change.
9. Synergy and symbiosis.
10. Results.

Congratulations to those who created and delivered the award-winning programs, practices, and publications, and also to those who presented nominating papers! Let's continue our strong support, considered insight, forward initiative, thorough planning, and active delivery of the best!

Pat Nellor Wickwire

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CITATIONS FOR CAREER EDUCATION INITIATIVES
--PROGRAMS, PRACTICES, AND PUBLICATIONS THAT WORK--

CAREER AWARENESS PROGRAM

The CAREER AWARENESS PROGRAM of the Boy Scouts of America is a coeducational program conducted in high schools. In the spring each student selects three careers of interest. Then the counselor, teacher, and executive from the Boy Scouts select the careers to be presented at seminars to be held once or twice a month. Usually the top 10 student choices are selected; a few nontraditional occupations are also chosen.

The first seminar, "The 100,000-Hour Presentation," is taught by the executive of the Boy Scouts. Students are told they need to select careers they will enjoy because they will work over 100,000 hours of their lives. In addition to discussing the purpose of Career Education, students brainstorm questions for speakers. Students keep career files on occupations presented at the seminars. At the end of the year a local business personnel representative speaks about job applications, resumes, and interviewing techniques.

In the summer the executive recruits and trains speakers. Speakers are told that visual aids help to keep students' attention. Speakers are asked to give brief overviews of their jobs; discuss advantages/disadvantages; review requirements; and give information on trends, steps to take now to prepare, and where further information can be found. A file of more than 500 speakers is now available.

Evaluation of successes and problems of the program is determined by students, speakers, teachers, and counselors. Volunteer business leaders from various occupations and teachers discuss monthly how to improve the program. The committee plans a full day for adult community leaders and youth to meet, and provides information on community career information.

This very successful program facilitates interaction among students, school personnel, and community members.

Contact:
Christy J. Waugh
Boy Scouts of America
P.O. Box 29207
Columbus, OH 43229
614/436-7200

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CITATIONS FOR CAREER EDUCATION INITIATIVES
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CAREER PANELS '91

The University of South Carolina at Aiken CAREER PANELS have two main objectives: to provide the opportunity for students to learn about career and employment applications of their majors, and to provide increased exposure of the University and its graduates to employers. A developmental career counseling philosophy that seeks to provide opportunities for students to learn about occupations and jobs throughout college education is the underlying theoretical framework for USCA's CAREER PANELS.

While the panels seek to educate students about career and employment applications for their majors, they specifically aim to acquaint USCA's students with occupations through a wide variety of employer perspectives. Thus, panels that fulfill certain criteria are sought:

1. Ethnic and cultural diversity.
2. Combination of new and experienced professionals.
3. Preparation in a traditional major for the occupation.
4. Preparation in a nontraditional major for the occupation.
5. Practitioners and human resource professionals.

The benefits accrue first and foremost to students, and extend beyond them. The opportunity to talk with a diverse group of professionals benefits the panelists. In 1991 650-700 students, 130 panelists, and 28 faculty members participated. CAREER PANELS were formulated with considerable faculty input, with each chaired by a USCA faculty member. Finally, student clubs and organizations served as facilitators for the panels and as hosts for the panelists.

CAREER PANELS are one component in a comprehensive plan to provide opportunities for USCA students to learn about employment and career applications of their majors.

Contact:
Constance Pritchard
The Pritchard Group
P.O. Box 6756
North Augusta, SC 19841
803/279-4175

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CITATIONS FOR CAREER EDUCATION INITIATIVES
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DESIGN YOUR OWN LIFE--FROM HIGH SCHOOL TO CAREER

This workbook was designed to help young people develop a positive approach to the search for meaningful and realistic career goals.

As students search for meaning, this project will provide a sense of enthusiasm and direction, leading them into the world of work as productive members of our society. They will be able to decide what to be/do "when they grow up" by establishing positive career goals, starting here with ideas, supported by training and education which supply the tools necessary to make it functional and profitable. The associated sense of self-worth is the best-known deterrent for avoiding the pitfalls facing today's youth.

This workbook becomes valuable as the students learn who they are and how they can best fit into the world of work. By using these exercises, they will be prepared to apply for colleges, scholarships, and positions of employment. They will meet deadlines and have clear understanding of their responsibilities in making their lives work!

George Bernard Shaw said, "People are always blaming their circumstances for what they are. I don't believe in circumstances. The people who get on in this world are the people who get up and look for the circumstances they want, and if they can't find them, make them."

This DESIGN YOUR OWN LIFE project is written to help students make it happen for them.

Contact:
Alice M. Ruud
Box 98
Waterville, WA 98858
509/745-8609

David Cleveland
Telesis Corporation
3180 University Avenue, Suite 640
San Diego, CA 92104
619/280-1828, 800/542-2966

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CITATIONS FOR CAREER EDUCATION INITIATIVES
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MENTORING: A CAREER DEVELOPMENT ACTIVITY FOR JUNIOR HIGH STUDENTS

Career development is an essential part of the junior high school curriculum. In today's economy, the classes a student chooses to take in high school can make a significant difference in earning potential. One way to assist students with these decisions is to utilize mentors. Mentoring has long been thought of as an activity for gifted or upper level academic students only. As needs change, however, so should our methods.

In MENTORING, we defined the word "mentor" to mean a role model and career guide. Clarksburg Business and Professional Women, who volunteered to be mentors, participated in inservice training led by Dr. Judith Stitzel, Director of West Virginia University Center for Women's Studies. The project itself covered a six-week period, which coincided with "Choices and Challenges," a career exploration curriculum.

Students prepared for the project by doing interest inventories and career assessment profiles at United Career Center, a vocational-technical educational facility. Seventeen girls and 13 boys took part.

The project officially started with a group activity that helped students, parents, and mentors get acquainted. Together they developed two mini field trips. Students met with business people, blue collar workers, artists, and entertainers, as well as college professors and musicians. The value of each student was affirmed by the mentor's individualized, focused attention.

Breaking the mentoring stereotype was very well received by the community. With today's emphasis on education, they encouraged students to choose a career by decision, not by default. Resources appeared we didn't know we had, and the hidden benefits were overwhelming. It will be interesting to watch the evolution of education student by student.

Contact:
Kathleen K. Krizner
512 Duncan Avenue
Clarksburg, WV 26301
304/622-3078

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NATIONAL VOCATIONAL-TECHNICAL HONOR SOCIETY

The NATIONAL VOCATIONAL-TECHNICAL HONOR SOCIETY is a nonprofit honor organization for outstanding students enrolled in occupational, vocational, or technical programs. These students may attend secondary schools, vocational centers, technical colleges, private occupational training institutions, or colleges with technical majors.

The purposes of the NATIONAL VOCATIONAL-TECHNICAL HONOR SOCIETY are: to promote the ideals of honesty, service, career development, leadership, and skilled workmanship among the vocational-technical students of America; to reward meritorious achievement of vocational-technical students in their pursuit of educational and career goals; to develop a greater awareness within the American business, industry, and service communities about the talents and abilities of students engaged in vocational-technical education; and to provide vocational-technical students with greater awareness of the world of work.

Allen Powell, former teacher, started the NV-THS in 1984 because of his concern that workbound high school students weren't receiving appropriate recognition when they reached high academic standards. Students enroll in vocationally related courses, so they are seldom able to compete with collegebound.

The concept has grown second to no other national effort of its kind. The program is now in 43 states, 25 Job Corps Centers, and some correctional institutions. The Society has continued a 70% growth rate for five years, and in 1990-91 reached 424 schools and over 10,000 students.

The Society is also clearly a well-supported private sector and school partnership program. Employers have been the most supportive element in each community where a chapter exists.

Contact:
C. Allen Powell
NV-THS
P.O. Box 1265
Gramling, SC 29348
803/592-2472

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CITATIONS FOR CAREER EDUCATION INITIATIVES
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CAREER EXPLORATION PROGRAM

In recognizing the likelihood of multiple career changes for students, the goal of the CAREER EXPLORATION PROGRAM at Saint Joseph's High School is to assist each student to learn career identification skills and incorporate this educational process with academic preparation. The result will be students who are able to identify career entry interests compatible with their individual abilities and identify the avenues for pursuit of appropriate educational requirements for the specified career(s).

The CAREER EXPLORATION PROGRAM at Saint Joseph's High School has several components that provide an optimum experience for the students to learn about the career identification process along with their academic preparation. Each freshman student is involved in a joint program of the library and the Guidance Department. Each student is required to develop a bibliography about a career, using resources in the library and the Guidance Resource Room. The Career Focus Bulletin Board, with displays by parents and students, is provided in the student cafeteria.

Junior and senior students have the opportunity through the World of Work program to spend time from school with a community professional in a field of the student's choice. Each January a student-to-student event features former students sharing their work and college experiences with current students. In alternate years a Career Day is provided, with community representatives discussing their careers. As much as possible, career speakers are scheduled in academic classes closely related to their occupations, to provide students with "real-life" correlation of academics and careers.

All facets of the CAREER EXPLORATION PROGRAM assist students to recognize that there will be multiple career changes in their lives, and that the skills they have been exposed to in high school will carry on to future career decisions.

Contact:
Kathleen Utz
Saint Joseph's High School
1441 Michigan Avenue
South Bend, IN 46617
219/233-6137

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CITATIONS FOR CAREER EDUCATION INITIATIVES
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CAREER EDUCATION PROGRAM

South Orangetown offers the CAREER EDUCATION PROGRAM. At the Middle School, the Career Internship Program is offered to eighth grade students. This enables students to explore the world of work through a community volunteer who is willing to share expertise with a student. The Middle School internship begins in the spring of the seventh grade, when the teacher introduces the program to the students. Follow-up letters, program brochures, and program applications are mailed to the students during the summer.

Once information is returned, students are grouped according to their interests in exploring particular career clusters. Work site visits take place during school hours; students are accompanied by a Career Internship Program coordinator. A learning contract is developed to guide a student through career exploration. An in-school coordinator conducts follow-up seminars on issues and careers that students explored on their site visits.

At the high school, seniors are offered opportunities to explore careers through the Career Shadow Program. The program provides for a full day shadowing a person at the person's place of work in the community. The program enables students to gather career information which can directly affect their futures. The students may investigate careers in the Career Center before making decisions about the careers they will explore.

At both the middle and high schools, career centers where both students and teachers can access information are provided. Periodicals, magazines, cassettes, videos, and software related to information for use in career planning are available.

Contact:
Joan Donovan
Tappan Zee High School
15 Dutch Hill Road
Orangeburg, NY 10962
914/365-5560

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CITATIONS FOR CAREER EDUCATION INITIATIVES
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CAREER LITERACY PROGRAM

Tonasket School District in partnership with the Tonasket Kiwanis will continue the CAREER LITERACY PROGRAM in 1993-94, utilizing volunteerism to facilitate cross-age mentoring and student involvement in community service programs.

The program will center around two projects. In Our Community at Work high school student mentors will serve as facilitators of groups of three elementary students. Each group will research one career utilizing the Kiwanis members and other adults as mentors in their professional, vocational, and community service areas of expertise. A booklet will be produced from student group efforts. Inservice with project coordinators and third grade teachers will address any changes for next year.

The Portfolio Project will assemble a portfolio for every high school student, to include a statement of purpose essay, with a career path; a resume highlighting volunteer and work experience; a community service profile; and representative work highlighting the student's area of expertise. Students will have access to adult mentors. Emphasis will be placed on how students can acquire valuable experience and skills through community service learning and then document such service on their resumes. High school staff will participate in inservice on effective portfolio development, career education, and student-centered community service learning opportunities.

The CAREER LITERACY PROGRAM will include processing student career profiles through Choices, as well as researching online. Multiple copies of three posters and take-one-home brochures will be created and produced. The community service learning posters and the portfolio posters will be distributed throughout the high school. Our Community at Work posters will be distributed throughout the community. The posters and brochures will seek increased participation and volunteerism in the program.

Contact:
Montie Smith/Rhonda Colbert
Tonasket High School
P.O. Box 468
Tonasket, WA 98855
509/486-2161

Donn Livoni
Tonasket School District
P.O. Box 745
Tonasket, WA 98855
509/486-2126

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EIGHTH GRADE NONTRADITIONAL CAREER CONFERENCE

In 1992-93 a Sex Equity Grant was awarded to the Ascension Parish School Board. The proposal focus was to update outreach for increased awareness of gender role reversals in the job market, with emphasis on eliminating sex-role stereotyping in course selection in nontraditional fields.

One project was the Parish-Wide EIGHTH GRADE NONTRADITIONAL CAREER CONFERENCE, with business/industry presentations and high schools featuring vocational programs and student organizations. Approximately 1,050 students were bussed to Gonzales Middle School for this one-day conference.

Conference planning began with a meeting of all middle school counselors and parish vocational education personnel. A Job Opportunity Survey was sent to area businesses/industries to determine career-related needs for the parish. Fifty-five businesses/industries responded to the invitation to participate as staff in the expo area, sponsors, or presenters.

Eighth grade students completed an interest inventory to assist in making choices for participation. A mini lesson plan on careers and sex equity was submitted to each eighth grade teacher. The Special Populations Coordinator spoke at the six middle schools on "Sex Equity and Nontraditional Jobs." Follow-up activities were planned at individual schools.

High school vocational education teachers, counselors, and student vocational organizations provided booths featuring their programs and organization activities. Booth requirements included offering materials regarding gender role reversals, and staffing with male and female students.

Ascension Parish was the recipient of the State Outstanding Award at the 1993 Sex Equity Conference in Baton Rouge, LA. A 1993-94 grant was received to continue the project.

Contact:
David J. Oubre
Ascension Parish School Board
P.O. Box 189
Donaldsonville, LA 70346
504/473-7981

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CITATIONS FOR CAREER EDUCATION INITIATIVES
--PROGRAMS, PRACTICES, AND PUBLICATIONS THAT WORK--

HOUSEHOLD CAREERS: NANNIES, BUTLERS, MAIDS & MORE THE COMPLETE GUIDE FOR FINDING HOUSEHOLD EMPLOYMENT

HOUSEHOLD CAREERS: NANNIES, BUTLERS, MAIDS & MORE: THE COMPLETE GUIDE FOR FINDING HOUSEHOLD EMPLOYMENT offers a clearly understandable, direct answer for the household career. It covers the whole gamut of known and not-so-known opportunities from nannies to highly paid butlers, gives salary ranges and numbers of jobs, and cites locations gathered in a nationwide survey.

Actual procedures for determining job interests and requirements help individuals and counselors determine areas of interest. Also, steps for getting and keeping jobs are well explained, with samples of letters, advertisements, and resumes--many of which can be reproduced. Guidance continues with advice on holding a job and on leaving a job successfully. Suggested techniques help those who are interested in self-employment or advancement in a field through further training.

The author is a former teacher and owner of a household employment agency, as well as author of the book NANNIES, BUTLERS, MAIDS & MORE for prospective employers. In HOUSEHOLD CAREERS, she looks at the other side of the coin with practical, yet brief, definitions of 25 job titles, resume writing, reading, and ads, as well as further useful references. This book can change an individual's life.

Contact:
Linda F. Radke
4696 West Tyson Street
Chandler, AZ 85226-2903
602/940-8182

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CITATIONS FOR CAREER EDUCATION INITIATIVES
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LEARNING FOR LIFE CAREER AWARENESS PROGRAM

The Central Ohio Council of the Boy Scouts of America started the CAREER AWARENESS PROGRAM in 1982 with four Columbus public high schools. Today the program has expanded to reach 3,700 youth in 23 Columbus area high schools.

The LEARNING FOR LIFE CAREER AWARENESS PROGRAM has also expanded from providing only career seminars to including job-seeking skills workshops. In 1990 the Boy Scouts of America developed 12 workshops which focus on different aspects of the job search, such as how to fill out an application, how to manage money and time, and where to find a job. Community members conduct these workshops. For example, teen counselors conduct the value assessments, and the skills and job traits workshops. Bankers talk about money management, and directors of personnel from large companies present interviewing techniques. The schools have flexibility in designing the program, intermixing workshops and career seminars to meet the needs of students.

A coordinator from the Boy Scouts works with the teachers, counselors, and principals to develop a school year-long program. The career topics are chosen based on a survey the Boy Scouts administer to the students. Then, these coordinators make arrangements with professionals to conduct the seminars and the workshops.

During the 1993-94 school year, 575 career seminars and job-seeking skills workshops will be conducted in the 23 participating schools.

Contact:
Christy J. Waugh
Boy Scouts of America
P.O. Box 29207
Columbus, OH 43229
614/436-7200

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CITATIONS FOR CAREER EDUCATION INITIATIVES
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CAREER AWARENESS PROGRAM

The Byng Junior High School CAREER AWARENESS PROGRAM is a high interest hands-on program used to develop general knowledge of career choices. This instructional program provides students with daily exploratory experiences and insights into technology and career opportunities so that they can make meaningful occupational and educational choices. The program curriculum includes many occupational areas within Business, Horticulture, Journalism, Health, Life Skills, Maintenance, and Architecture.

Emphasis is placed on: (a) action-based curriculum which examines modern technology and its impacts on our lives; (b) creating awareness of numerous career opportunities through various means; (c) creating awareness of various educational opportunities required for future careers; and (d) specific instruction and hands-on activities for any equipment, tools, and instruments. Information skills are taught as an integral part of content in mathematics, science, social studies, language arts, and reading, and used in completion of class assignments.

Student assessment is summarized in individual portfolios. Each area of curriculum has objectives to be completed by group or individual activities. Proficiency for each area is determined by the percentage of successfully mastered objectives. Within each unit the student:

1. Identifies and locates a variety of information sources, designs a range of possible areas of investigation, develops search strategies, and locates pertinent information.
2. Selects, evaluates, and interprets information.
3. Records and organizes information; organizes information for unity, coherence, and emphasis; evaluates the validity of main ideas; and credits sources accurately.
4. Presents information, and chooses a reporting format appropriate to the conclusion of each unit of curriculum.

Contact:
Tim Green, Principal
Byng Junior High School
Route 3, Box 215
Ada, OK 74820-9803
405/332-4282

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CAREER ENCOUNTERS: ARCHITECTURE

Presented in association with the American Institute of Architects, this program examines the impact of the architects on the spaces in which we work, play, worship, and learn. CAREER ENCOUNTERS: ARCHITECTURE (video, 28 minutes) shows how architects must be proficient in many areas including teamwork and communication.

The viewer sees the kinds of challenges available in a wide range of architectural settings through interviews with developers, corporate architects, self-employed architects, and employees of medium-sized firms. These architects speak about what motivates them and the rewards and challenges of their profession. The program also explains the various academic routes to becoming a licensed architect.

Contact:
Lauri Brunton
Davis Gray, Inc.
114 Forrest Avenue, Suite 106
Narberth, PA 19072
610/667-5466

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CITATIONS FOR CAREER EDUCATION INITIATIVES
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CAREER ENCOUNTERS: EARLY CHILDHOOD EDUCATION

Early childhood education is fast becoming recognized for its pivotal role in the live of children. As of 1990, over one million children were in child care programs offered in homes, centers, and schools across America. With such a large number of children in child care, the need for qualified, educated professionals is becoming ever more apparent.

In EARLY CHILDHOOD EDUCATION (video, 28 minutes) we meet some of the individuals who have committed their lives to this special profession. We hear from teachers, directors, and administrators working in corporate centers, Head Start, family childhood care, and public schools, among others, about their work. We learn what education is needed to work in this field, and we hear about the varying possibilities for careers within the field.

Contact:
Lauri Brunton
Davis Gray, Inc.
114 Forrest Avenue, Suite 106
Narberth, PA 19072
610/667-5466

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CAREER ENCOUNTERS: RADIOLOGY

While the unemployment rate remains high, a recent survey by the American Health Care Radiology Administrators reports a 70% shortage in radiologic technologists across the country. Career in radiologic technologies offer good starting salaries and excellent benefits, and, in some cases, require no more than a high school degree for entry into training programs.

CAREER ENCOUNTERS: RADIOLOGY (video, 28 minutes) shows how radiology is dramatically changing the practice of medicine, making it possible for physicians to see the functioning of the heart, brain, and other internal organs without surgery, and it shows how career opportunities for radiological technologists and therapists are expanding to keep up with this rapid pace. Viewers meet technologists in radiography, sonography, nuclear medicine, and radiation therapy, while learning what these specialists do as they see them in action.

Contact:
Lauri Brunton
Davis Gray, Inc.
114 Forrest Avenue, Suite 106
Narberth, PA 19072
610/667-5466

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CAREER ENCOUNTERS: VETERINARY MEDICINE

The doctor of veterinary medicine plays a vital role in providing health care for the world's animal and human populations. Usually we think of the veterinarian as the person who takes care of the family pets. But what is not commonly known about this profession is that there are industry, research, public health, academics, and wildlife preservation.

CAREER ENCOUNTERS: VETERINARY MEDICINE (video, 28 minutes) introduces the audience to 10 veterinarians in locations around the country from Sea World of Florida to Fossil Rim Wildlife Center in Texas, to an ophthalmology practice in Atlanta, and a swine farm in Nebraska.

Contact:
Lauri Brunton
Davis Gray, Inc.
114 Forrest Avenue, Suite 106
Narberth, PA 19072
610/667-5466

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CAREER ENCOUNTERS: WOMEN IN ENGINEERING

The high-tech, constantly evolving field of engineering is no longer a career choice for men alone. More and more women are choosing careers in this field, and moving into positions which require a high degree of mechanical knowledge and skills.

The women in CAREER ENCOUNTERS: WOMEN IN ENGINEERING (video, 28 minutes) discuss what attracted them to engineering, and introduce the wide range of specialty areas in the field today. Through them, viewers will learn of the various avenues of education offered, the growth of advocacy programs for women interested in engineering, the exciting job opportunities available, as well as the special challenges facing women in engineering.

Contact:
Lauri Brunton
Davis Gray, Inc.
114 Forrest Avenue, Suite 106
Narberth, PA 19072
610/667-5466

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CITATIONS FOR CAREER EDUCATION INITIATIVES
--PROGRAMS, PRACTICES, AND PUBLICATIONS THAT WORK--

WORK FORCE 2000
DRAFTING AND DESIGN WORK-BASED LEARNING

The Ascension WORK FORCE 2000 DRAFTING AND DESIGN WORK-BASED LEARNING SYSTEM was developed as a result of a partnership formed in Ascension Parish, LA. Educational agencies, industrial plants, and local government developed a system for students in secondary education computer drafting to experience employment and to articulate to postsecondary institutions.

A venture grant of the School-to-Work Opportunities Act, the program has placed five students in drafting and design positions in business and industry work sites, with an additional seven students prepared to enter next year. This program is designed to assist high school students to select a career path in the ninth grade that will enable them to gain employment in a related field during the senior year, receive advanced placement credit at Ascension Technical Institute, and provide the option to enroll at Southeastern Louisiana University and pursue the associate or bachelor degree also with advanced placement credit.

The partnership researched, developed, and implemented the pilot program at East Ascension High School in Gonzales. Students meeting established criteria have been placed in industrial drafting positions. The pilot program will become a model for similar programs across the state.

The employing companies have committed mentoring, training, and supervision for the students for three years. The students will receive a certificate of completion as documentation for future employers.

The program is geared to help students complete a focused plan of study during high school and to help students make a smooth transition from school to work while continuing their education and training.

Contact:
David J. Oubre, Supervisor
Vocational Education
Ascension Parish School Board
P.O. Box 189
Donaldsonville, LA 70346
504/473-7981